

Middle Grades English

5–9

Section 14

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1 Knowledge of the characteristics of middle grades students as related to the teaching and learning of integrated language arts

1. Identify the characteristics of cognitive development of middle grades students as they relate to the teaching of integrated language arts.
2. Identify the characteristics of social and emotional development of middle grades students as they relate to the teaching of integrated language arts.

2 Knowledge of research and current issues in teaching integrated language arts

1. Identify current issues in middle grades language arts curricula.
2. Identify research (e.g., formal, informal, action) related to the teaching of integrated language arts.
3. Identify effective interdisciplinary learning experiences within a middle grades classroom.
4. Identify professional resources for middle grades instructors.
5. Identify effective technological resources to use in the integrated middle grades classroom.

3 Knowledge of literacy in the integrated language arts

1. Identify strategies for developing students' lifelong learning and reading habits.
2. Identify methods for constructing meaning from a variety of reading materials.
3. Identify the characteristics of emergent literacy.
4. Identify methods for determining students' reading ability.
5. Identify strategies for using students' first language in their development of literacy in English as a second language.
6. Identify strategies for using students' prior knowledge, experiences, and culture for literacy development.

4 Knowledge of content and strategies for teaching integrated language arts

1. Identify variations in language across contexts and cultures.
2. Identify individual and peer activities that support the reading and writing processes.
3. Identify appropriate selections from the genres of literature, including adolescent literature.
4. Determine effective strategies for teaching students reading, speaking, listening, and viewing for various purposes.
5. Identify appropriate methods and materials for meeting the learning needs of diverse students.
6. Identify effective strategies for analyzing and evaluating print and nonprint messages (e.g., speeches, advertisements, editorials) for meaning, method, and intent.
7. Identify strategies for teaching students to write for a variety of purposes and audiences.
8. Identify strategies for teaching usage, mechanics, spelling, and vocabulary in the writing process.
9. Identify strategies for incorporating multicultural experiences in reading and writing activities in the integrated language arts.

5 Knowledge of assessment of integrated language arts

1. Apply results of informal assessments (e.g., anecdotal records, student talk, teacher observations) to instruction.
2. Apply results of the Florida Writing Assessment, Florida Comprehensive Assessment Test Reading, and other standardized tests to instruction.
3. Identify appropriate and effective tools (e.g., rubrics, portfolios) and techniques (e.g., feedback, peer group discussions) for assessing students' progress in the integrated language arts.

6 Ability to write well on a given topic

1. Analyze a given selection.
2. Organize ideas around a focal point.
3. Incorporate appropriate elements of style to enhance readers' interest and understanding.
4. Incorporate relevant content, using ample supporting details from the selection.
5. Apply conventions of standard English.